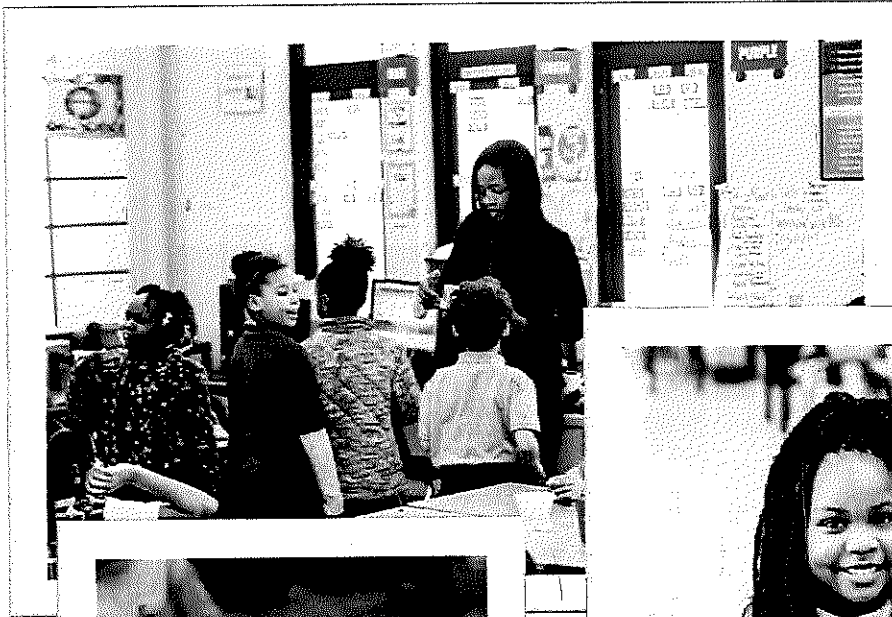




**SCHOOL  
COLLABORATION  
COLLECTIVE**



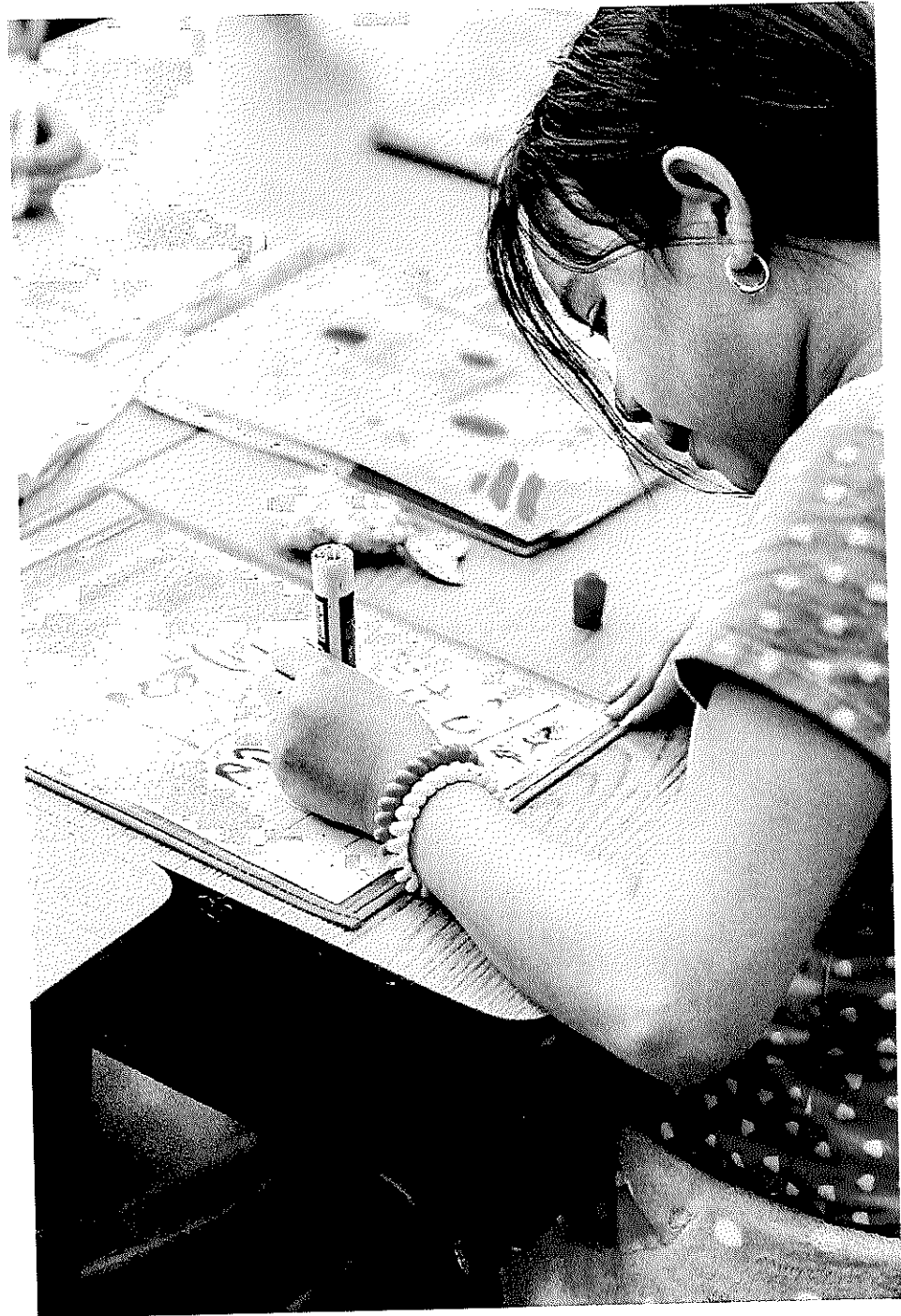
## **School Collaboration Collective (SC<sup>2</sup>) Update**

**DCF Board Meeting  
February 5, 2019**



# OBJECTIVES

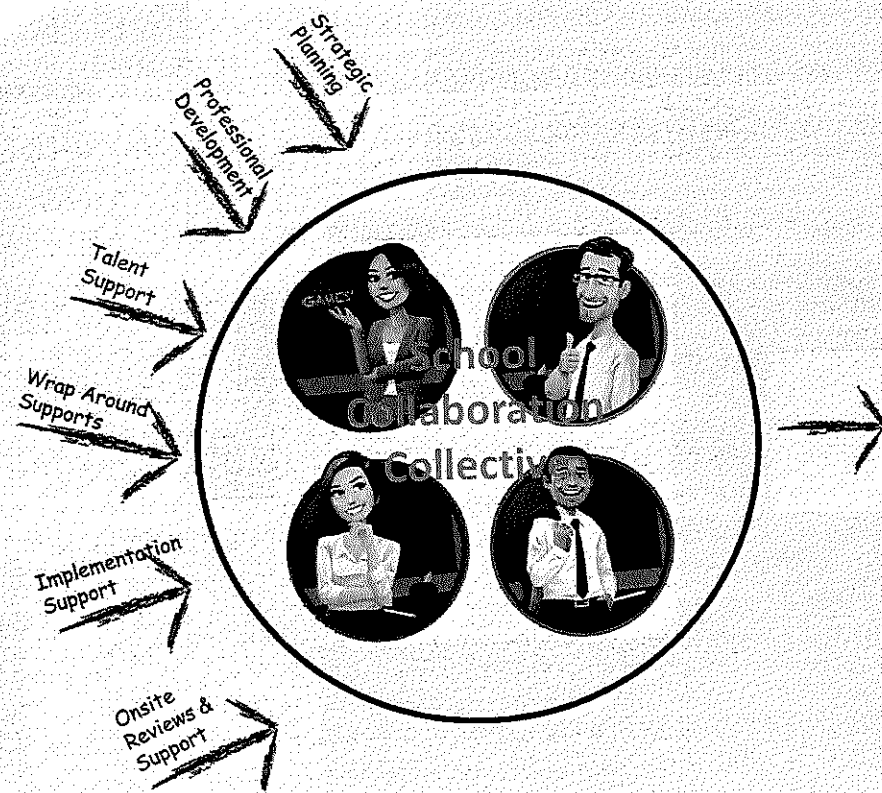
1. School Collaboration Collective (SC<sup>2</sup>) 2018 Recap
2. SC<sup>2</sup> Cohort School Profiles
3. SC<sup>2</sup> Year 1 Cohort Experience





## THEORY OF CHANGE

### SCHOOL COLLABORATION COLLECTIVE (SC²)



- ☐ **We believe** in the talented educators here in Detroit.
- ☐ **We believe** our teachers and school leaders are working hard on behalf of our children everyday.
- ☐ **We believe** if we partner with our educators and provide holistic, long term support we can continue to elevate academic outcomes for our Detroit students.

# **School Collaboration Collective (SC<sup>2</sup> )**

## **2018 Recap**

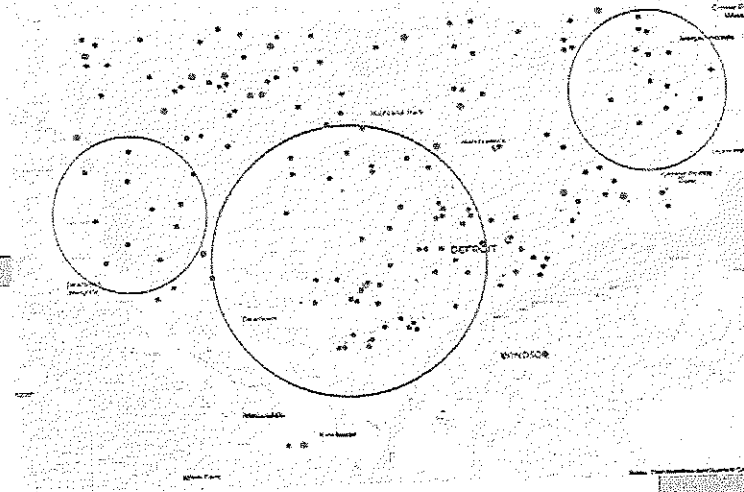
# FEBRUARY 2018

## Discussed neighborhoods across the city without quality schools



### School Quality Landscape in Detroit

Many neighborhoods across the city without quality schools



As a general rule, quality schools catch children up who are behind and challenge those who are already on track.

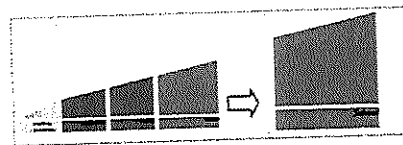
# MAY 2018

Revised our playbook to address the specific needs of our Detroit Children



## SCHOOL INVESTMENT

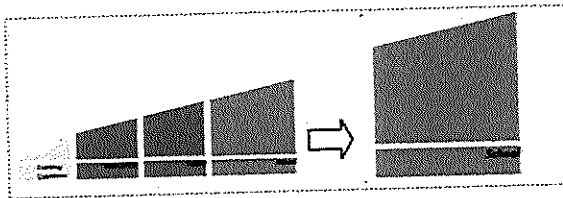
We have a multi-pronged investment approach for schools



Enabling Conditions	Innovation	Talent	School
<ul style="list-style-type: none"> <li>• <b>Policy Plays:</b> Ways to elevate quality education conversation and drive policy level changes impacting Detroit schools</li> <li>• <b>Community Engagement:</b> Provide support to high quality schools to increase parental involvement and engage community leaders</li> <li>• <b>Enrollment Maximization:</b> Intentional strategies to ensure families enroll their child in the highest quality options</li> <li>• <b>Core Systems at Scale:</b> Provide support for foundational systems and structures, helping build capacity that enable future seat-focused investments to thrive.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Idea Exploration:</b> Bold, innovative approaches to address the quality school issues in Detroit, including classroom design, new school models, and other paradigm-challenging ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leadership Development:</b> Providing strategic direction, coaching and support to build the capacity of school leaders to raise academic expectations and results for schools</li> <li>• <b>Sourcing Teachers &amp; Leaders:</b> Build and support pipelines of talented educators to fuel the needs of our schools and students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Replication:</b> Grow local high quality district and charters with proven, successful models</li> <li>• <b>Recruitment:</b> Identify and attract high quality school operators expanding to Detroit</li> <li>• <b>Improvement/Turnaround:</b> Find opportunities and partners to address schools in need of significant support to produce improved academic outcomes for students</li> <li>• <b>Scaling:</b> Support existing high quality schools to add more classrooms and/or grades to serve additional students</li> <li>• <b>New School Incubation:</b> Support proven leaders/leadership teams to launch new schools</li> </ul>

# SCHOOL INVESTMENT

We have a multi-pronged investment approach for schools



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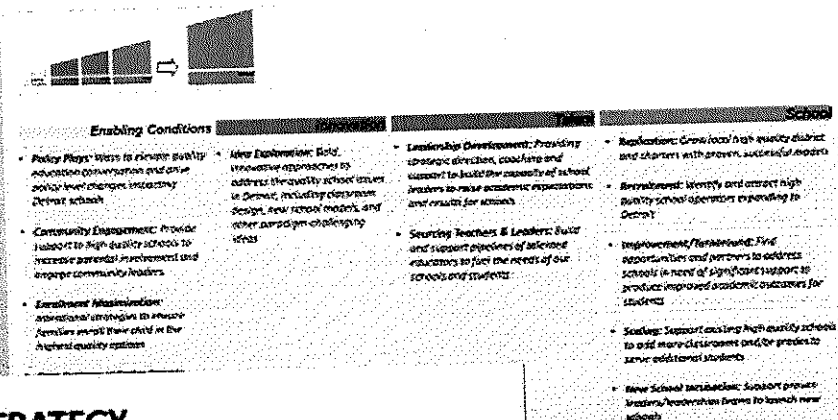
# AUGUST 2018

## Determined School Improvement would have the greatest impact



### SCHOOL INVESTMENT

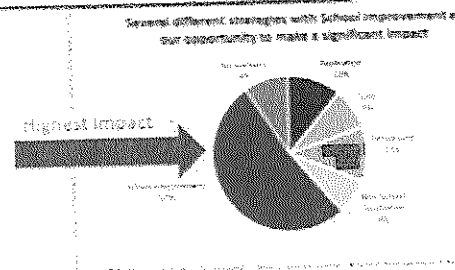
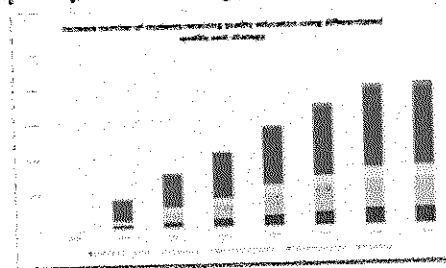
We have a multi-pronged investment approach for schools



### SCHOOL QUALITY STRATEGY

Differentiated quality seat strategy

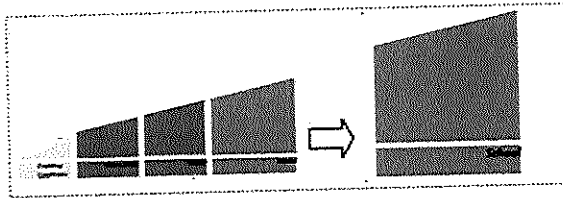
We believe by leveraging and investing in these differentiated approaches we can meet our ambitious, but much needed target of ensuring at least 1:3 of our Detroit children are receiving a quality education





# SCHOOL INVESTMENT

We have a multi-pronged investment approach for schools

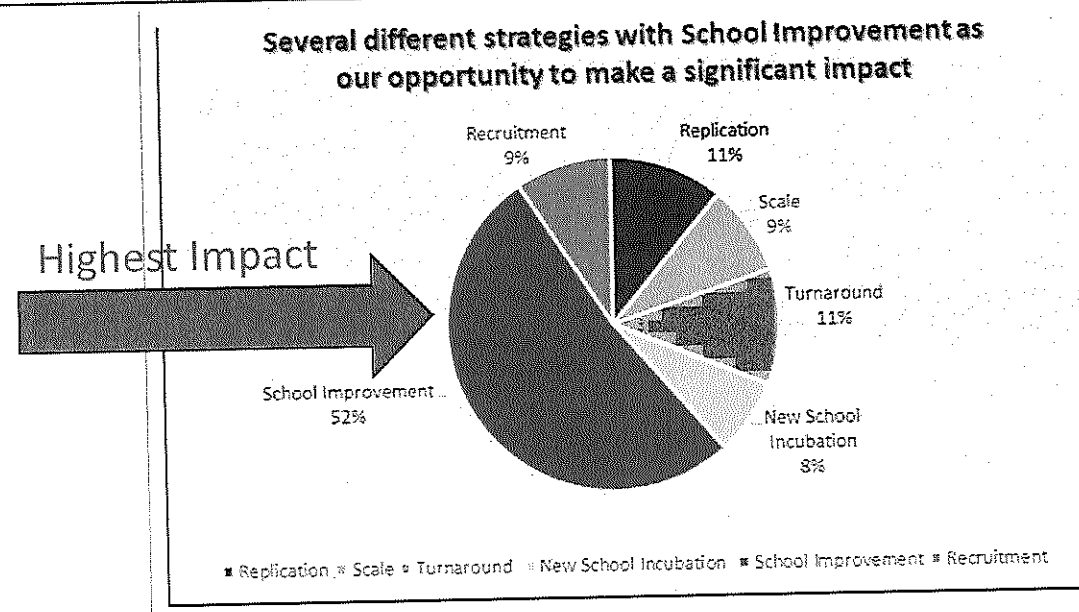
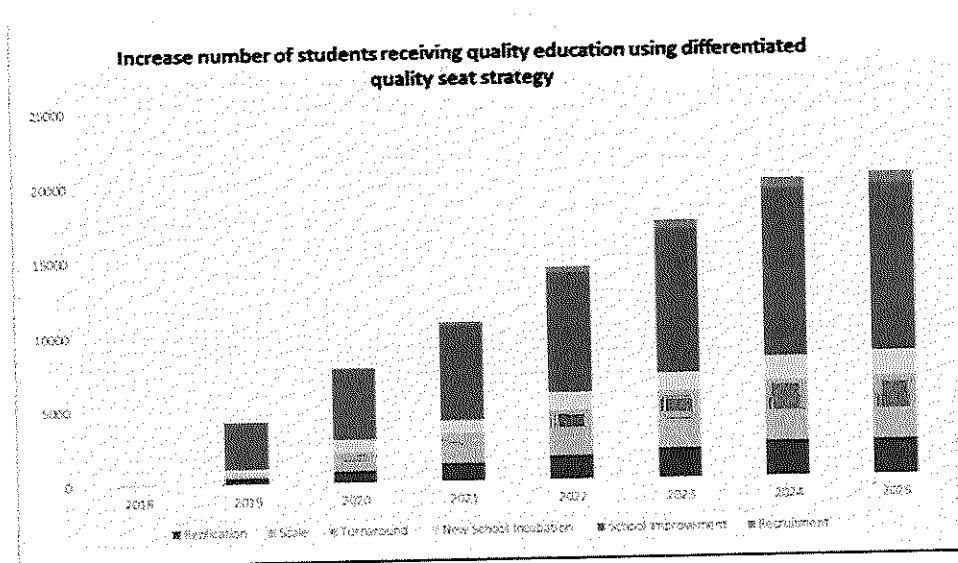


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# SCHOOL QUALITY STRATEGY

Greatest Impact if we focus on School Improvement

We believe by leveraging and investing in these differentiated approaches we can meet our ambitious, but much needed target of ensuring at least 1:3 of our Detroit children are receiving a quality education



# GUIDING PRINCIPLES

What needs to be true to create sustainable success

1



Incorporate Lessons Learned using past success and failures as a roadmap for the future

2



Focus on schools that are ready for change (pre-requisites must be met)

3



Convene the right partnerships to lead, manage, embed the change

4

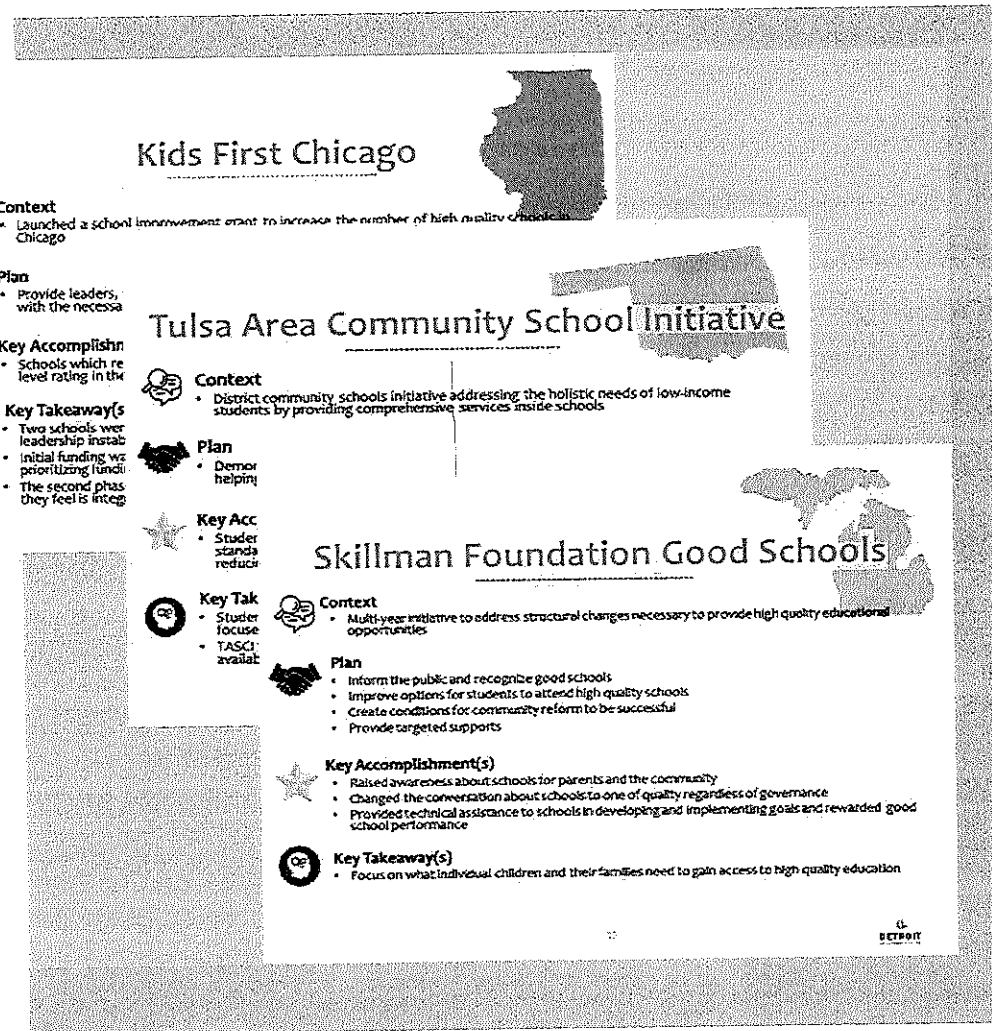
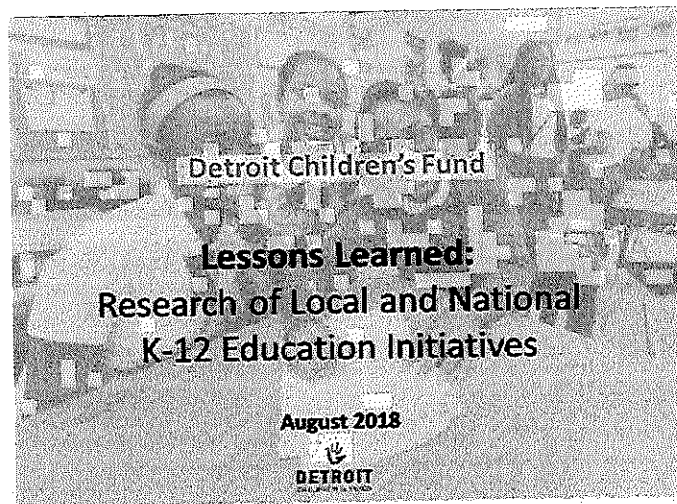


Invest deeply and for the long term

GUIDING PRINCIPLES

# LESSONS LEARNED

We talk both local and national organizations



# GUIDING PRINCIPLES

What needs to be true for sustainable success

1



Incorporate Lessons Learned using past success and failures as a roadmap for the future

2



Focus on schools that are ready for change (pre-requisites must be met)

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Convene the right partnerships to lead, manage, embed the change

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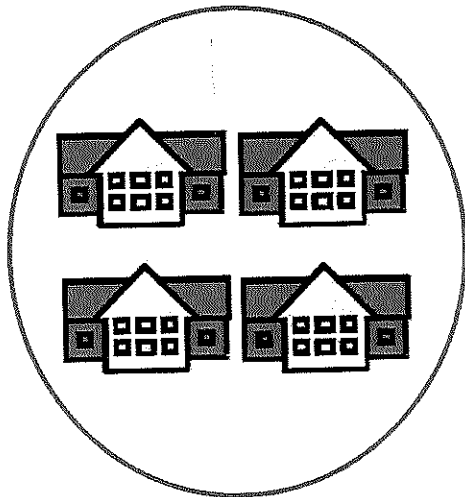
Invest deeply and for the long term

GUIDING PRINCIPLES

# HOLISTIC LONG TERM INVESTMENTS

In January of the 2018-2019 school year launch a pilot with 4 schools in Detroit

School Collaboration Collective Cohort



## Invest strategically up to 7 years

### Year 1 (Pilot)

- School Diagnostic
- 3 Year Strategic Plan
- 1-2 Interventions
- Clear Success Metrics & Milestones
- Monitor Progress & Adjust

### Year 2-3

- 1-2 Interventions per Year
- Monitor Progress & Adjust

### Year 4

- Reevaluate & Update Strategic Plan
- 1-2 Interventions
- Monitor Progress & Adjust

### Year 5-7

- 1-2 Interventions per Year
- Monitor Progress & Adjust

# GUIDING PRINCIPLES

What needs to be true for sustainable success

1



Incorporate Lessons Learned using past success and failures as a roadmap for the future

2



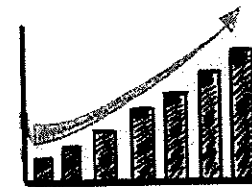
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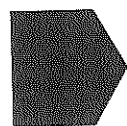
4



Invest deeply and for the long term

GUIDING PRINCIPLES





# SCHOOL READINESS FOR CHANGE

Change Leadership Mindset pre-requisite for the SC<sup>2</sup>

## Leadership Mindset

- ☐ Leadership team members who are **honest** about the state of their school, demonstrate a strong **desire to improve**, and are willing to do the work to raise the bar
- ☐ Leadership teams that believe they are **100% accountable for all** student success and outcomes
- ☐ Leadership teams that demonstrate an open and effective **relationship with their school board**

## Change Mindset

- ☐ Leaders and staff who are willing to be completely **transparent** and **trust** DCF as a partner
- ☐ Leaders and staff who are **open to change** and are willing to embrace **new ways** of working
- ☐ Schools that currently show **positive indicators** of success

## Diversity, Equity & Inclusion Mindset

- ☐ Leaders and staff who demonstrate a **mindset to serve all children** and believe all children can succeed
- ☐ Leaders and staff committed to ensuring **all students have the necessary resources**, supports and academic preparation
- ☐ Diverse leadership teams and staff who **understand the perspectives of our students** and are comfortable working across lines of difference

Change Leadership Mindset





# CANDIDATE SELECTION PROCESS

## Rigorous Internal Process



Organization: \_\_\_\_\_  
Total Score: \_\_\_\_\_

DCP School Collaboration Collective (CCCL) Panel Interview Rubric

Section	High (H)	Mid (M)	Low (L)
<b>Leadership Mindset</b> Orient: How is your school doing over all? Leadership is knowledgeable and honest about the state of their school and provides detailed context. Leadership has full ownership and believes they are 100% accountable and have an essential factor for success. Leadership and staff are completely transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have thought through the challenges and are open to trying new ways of teaching. Practices: What is your school's most important need? Leadership and staff position resources and support as a top priority. Leadership and staff are not afraid to ask for help.	Leadership is knowledgeable and honest about the state of their school and provides detailed context. Leadership has full ownership and believes they are 100% accountable and have an essential factor for success. Leadership and staff are completely transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have thought through the challenges and are open to trying new ways of teaching. Practices: What is your school's most important need? Leadership and staff position resources and support as a top priority. Leadership and staff are not afraid to ask for help.	Leadership is not knowledgeable and not honest about the state of their school and doesn't provide sufficient context. Leadership takes some ownership and does some factors external to the school control. Leadership and staff are not transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have not thought through the challenges. Leadership and staff do not provide instructional interventions and support.	
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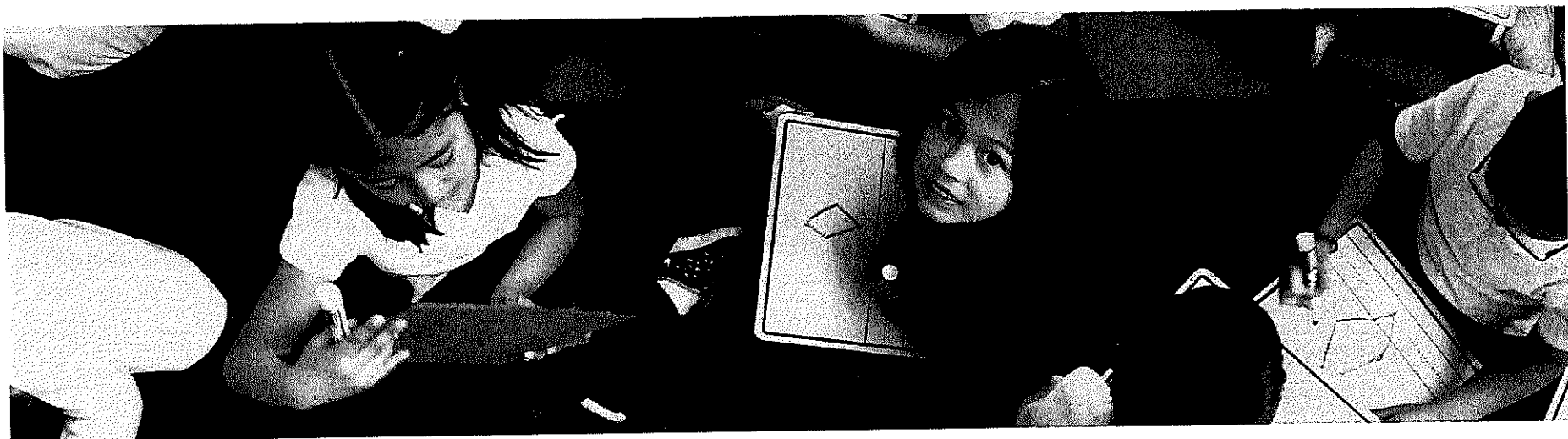
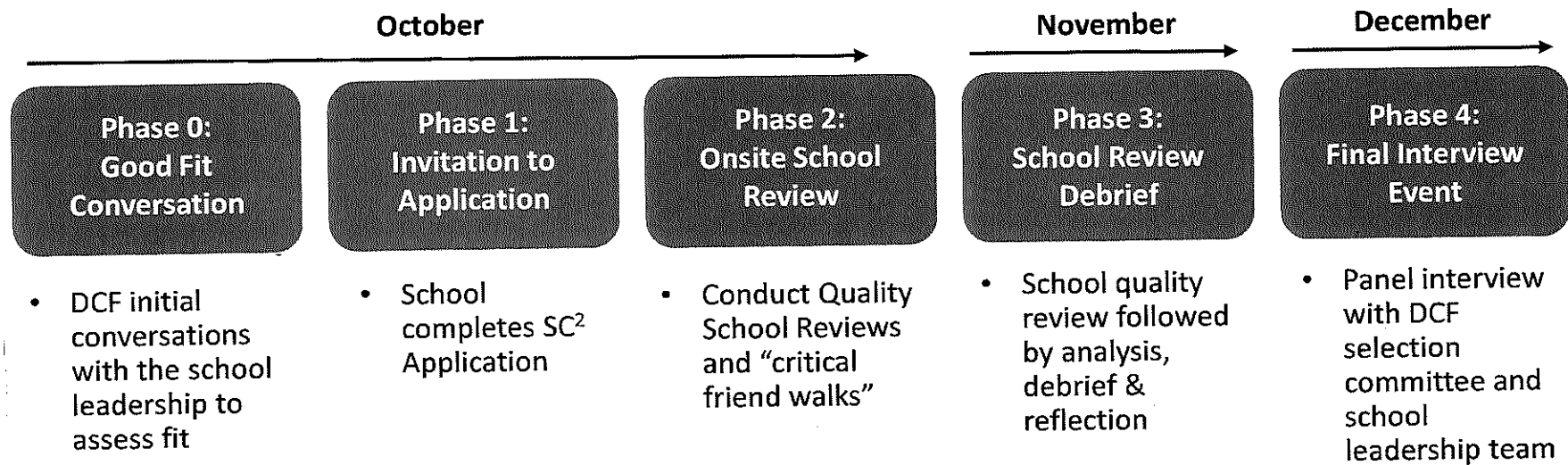
91 Charter Schools

DCP School Collaboration Collective (CCCL) Panel Interview Rubric

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<b>Community Mindset</b> Orient: How is your school doing over all? Leadership is knowledgeable and honest about the state of their school and provides detailed context. Leadership has full ownership and believes they are 100% accountable and have an essential factor for success. Leadership and staff are completely transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have thought through the challenges and are open to trying new ways of teaching. Practices: What is your school's most important need? Leadership and staff position resources and support as a top priority. Leadership and staff are not afraid to ask for help.	Leadership is not knowledgeable and not honest about the state of their school and doesn't provide sufficient context. Leadership takes some ownership and does some factors external to the school control. Leadership and staff are not transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have not thought through the challenges. Leadership and staff do not provide instructional interventions and support.	Leadership is not knowledgeable and not honest about the state of their school and doesn't provide sufficient context. Leadership takes some ownership and does some factors external to the school control. Leadership and staff are not transparent and knowledgeable about strengths and opportunities. Leadership and staff demonstrate they have not thought through the challenges. Leadership and staff do not provide instructional interventions and support.	

- Non-Profit
- Serving Kids that Need Us the Most
- Change Leadership Mindset

# SELECTION PROCESS



# DIVERSE SELECTION COMMITTEE

## Independent Scoring



School Collaboration Collective Final Tally Sheet  
Pilot 2019

SELECTION COMMITTEE SCORES						
Committee Member 1	33	37	21	31	35	19
Committee Member 2	32	38	26	30	35	22
Committee Member 3	33	37	29	35	35	22
Committee Member 4	34	36	25	37	36	22
Committee Member 5	24	37	23	29	24	14

Feedback for Leadership Teams

### SELECTION COMMITTEE

- Brightmoor Community Alliance, Rev. Larry Simmons
- Detroit Children's Fund, Erica Robertson
- Skillman Foundation, Terry Whitfield
- Teach For America, Charity Davidson
- Wayne State University, Leah Van Belle

# **SC<sup>2</sup> Year 1 Cohort**

## **School Profiles**

# DETROIT ACADEMY OF ARTS & SCIENCE (DAAS)

*Our students are known nationally for performance arts...we want them to be known nationally for academic excellence. –Maurice Morton, CEO*

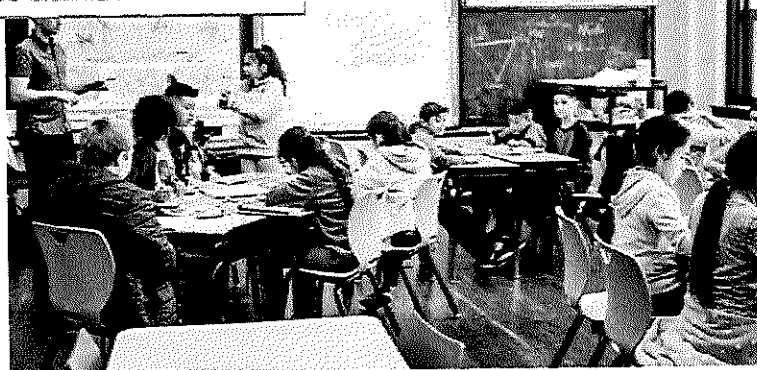
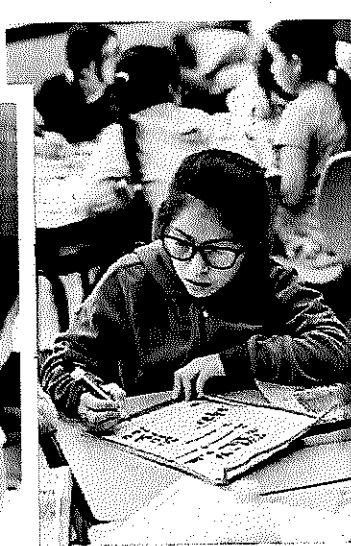


- ☐ K-8 School
- ☐ Serving 1050 Students
- ☐ 3 School Leaders
- ☐ 53 Teachers
- ☐ 30+ Support Staff



# ESCUELA AVANCEMOS

*I was inspired by my professor who opened my eyes to the inequities that exist in our community. –Sean Townsin, School Leader*



- ☐ K-5 School
- ☐ Serving 303 Students
- ☐ 1 School Leaders
- ☐ 17 Teachers
- ☐ 8 Support Staff





## HOPE ACADEMY

*I feel privileged to be teaching in the same community I grew up in and in the same school building where I attended 6<sup>th</sup> grade. –Patricia Davis, School Leader*



- ☐ K-8 School
- ☐ Serving 535 Students
- ☐ 1 School Leaders
- ☐ 27 Teachers
- ☐ 5 Support Staff



# JALEN ROSE LEADERSHIP ACADEMY

*I always wanted to be a teacher and when I had children of my own my accountability to children grew even stronger. –Wendie Lewis, School Leader*



- ☐ 9-12 High School
- ☐ Serving 413 Students
- ☐ 1 School Leader
- ☐ 23 Teachers
- ☐ 10 Support Staff



# SC<sup>2</sup> KICK-OFF

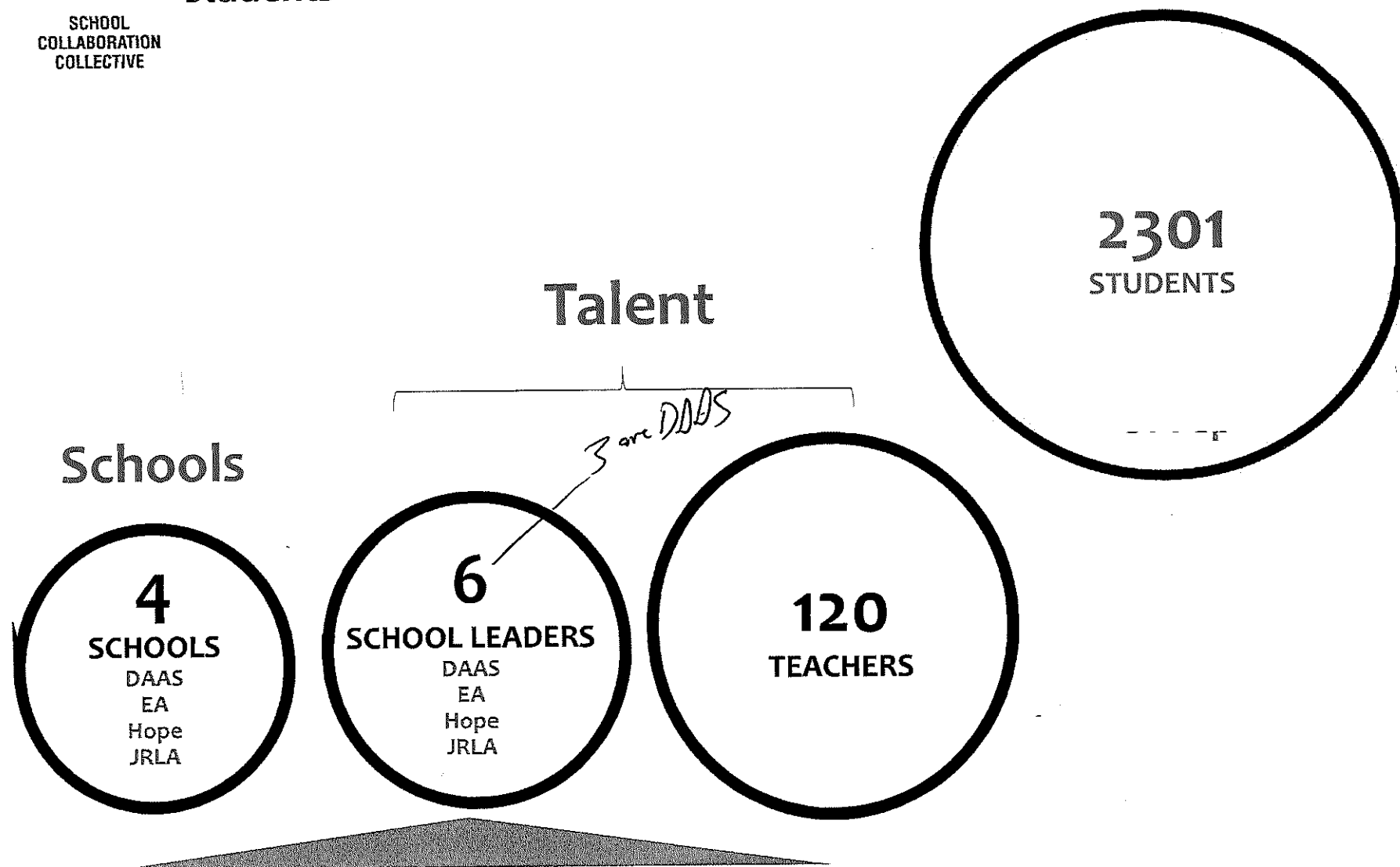
“We are excited to be part of a learning community...”—SC<sup>2</sup> Founding Cohort Member





## 2019 PILOT

SC2 will provide increased support to over 120 educators and 2301 students



# **SC<sup>2</sup> Year 1**

## **Overview of Cohort Experience**

# SC<sup>2</sup> YEAR 1 OVERVIEW

## Intense Instructional Professional Development



School Collective Collaborative SC<sup>2</sup>

School Collective Collaborative (SC<sup>2</sup>) is a small, selective group of schools on the brink of making transformational changes for our kids in Detroit. Through SC<sup>2</sup>, schools receive individualized, intensive on-site instructional leadership support for their teachers, coaches, and leaders. Additionally, SC<sup>2</sup> school leaders and their instructional leadership teams benefit from the power of a cohort experience, by coming together monthly as peers to learn, collaborate, share successes, and solve common challenges.

For 2019, four schools have been selected:

- Detroit Academy of Arts and Sciences
- Escuela Arcencios
- Hope Academy
- Helen Rose Leadership Academy



### Overview

The SC<sup>2</sup> program provides cohort-based learning experiences, including:

**COHORT KICK-OFF:** A celebratory orientation of the journey ahead. Participants will meet and begin to build relationships with other cohort leadership team members (January).

**SC<sup>2</sup> LEADER COHORT EVENING SESSIONS:** Instructional leadership team members will meet monthly in the evening to collaborate, learn, and share successes and common challenges. The time together will be focused on building relationships, how to effectively lead change, and high-impact instructional leadership practices (February – December).

**SCHOOL VISITS:** In small teams, participants will visit high-performing schools throughout the country. Schools will be chosen based on identified areas of focus for SC<sup>2</sup> members (March – December).

**SUMMER LEARNING:** Based on school needs, instructional leadership team members will participate in summer learning experiences. This may include Unbound Ed's Summer 2019 Standards Institute, a SC<sup>2</sup> cohort experience, or other leadership conferences (June – July).

The power of the cohort is evident as learning extends far beyond the formal, scheduled cohort events and continues throughout the invaluable network that is built over the course of the year.

The SC<sup>2</sup> program also provides rigorous on-site support and on-the-job development, including:

**INTENSIVE ON-SITE SUPPORT:** Each instructional leadership team will be partnered with an experienced coach for intensive on-site support throughout the first year (1.5 days per week, February – April; 1.5 days biweekly, May – December).

- ❑ **School Leadership Action Plan:** In collaboration with their coach, leaders will create customized action plans to drive school priorities.
- ❑ **Training as Classroom Visit Tool (CVT):** All leaders and teachers will receive training on the evidence-based principles of high-quality instruction, and utilize the CVT application and dashboard to track and monitor progress toward instructional improvement.
- ❑ **Coaching and Modeling:** School leaders and instructional leadership team members will receive coaching related to implementation of the action plan, observations of teachers, professional development planning and facilitation, and other instructional leadership challenges.
- ❑ **Observations:** Coaches will co-observe classrooms, leadership team meetings, and professional learning communities (PLCs) to develop the capacity of the instructional leadership team.
- ❑ **Learning Walks:** Learning Walks will be modeled and implemented for teachers and leaders to observe trends across classrooms and to see how colleagues are incorporating the strategies and skills learned in professional development.
- ❑ **Remote Coaching Support:** Coaches will support remotely as well by observing video, providing feedback, and planning with school leaders and instructional coaches.

### Frequently Asked Questions

**WHO WILL BE PROVIDING THE ON-SITE SUPPORT AND HOW WILL THIS OCCUR?**

SC<sup>2</sup> has selected SchoolWorks and School Empowerment Network as our primary partners for the on-site support component during the 2019 year. Partners were selected for their abilities to coach leaders and teachers, their expertise in instructional leadership, and their willingness to roll up their sleeves and adjust as necessary to meet the needs of each school.

**HOW WERE SCHOOLS SELECTED TO BE A PART OF SC<sup>2</sup>?**

School leadership teams participated in a six-step selection process and successfully demonstrated that they had the pre-requisites for successful participation. Specifically, SC<sup>2</sup> school leadership teams:

- ❖ Are honest about the state of their school, demonstrate a strong desire to improve, and are willing to do the work to raise the bar.
- ❖ Believe they are 100% accountable for student success and outcomes.
- ❖ Are willing to be completely transparent and trust SCF as a partner.
- ❖ Are committed to ensuring all students succeed and have the necessary resources, supports, and academic preparation.
- ❖ Are diverse, understand the perspectives of our students, and are comfortable working across lines of difference.

### Program Goals

The overarching goals of the SC<sup>2</sup> program aim to empower instructional leaders to:

- Define what evidence-based, high-quality, Common Core-aligned instruction looks like.
- Utilize a common Classroom Visit Tool (CVT) to track and monitor progress on instructional improvement, analyze that data to further drive teacher effectiveness and student learning.
- Create and execute an individualized action plan for school improvement focused on key priorities and on building a high-performing instructional leadership culture.
- Apply the tenets of change leadership and management in implementing their plan.
- Implement with fidelity at least two academic systems to support excellent instruction.
- Professional Learning Communities and Learning Walks.
- Embrace the power of the cohort, sharing successes and collaborating to solve common challenges.



# SC<sup>2</sup> OVERVIEW—YEAR 1

## Cohort Based Learning

*The SC<sup>2</sup> program provides **cohort-based** learning experiences, including:*

- **COHORT KICK-OFF:**
  - A celebratory orientation of the journey ahead.
  - Participants will meet and begin to build relationships with other cohort leadership team members (January)
  
- **SC<sup>2</sup> LEADER COHORT EVENING SESSIONS:**
  - Instructional leadership team members will meet monthly in the evening to collaborate, learn, and share successes and common challenges.
  - The time together will be focused on building relationships, how to effectively lead change, and high-impact instructional leadership practices. (February – December)
  
- **SCHOOL VISITS:**
  - In small teams, participants will visit high-performing schools throughout the country.
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- **SUMMER LEARNING:**
  - Based on school needs, instructional leadership team members will participate in summer learning experiences.
  - This may include Unbound Ed's Summer 2019 Standards Institute, a SC<sup>2</sup> cohort experience, or other leadership conferences. (June – July)



# MAY UPDATE

We will share progress

- Progress
- Metrics
- Early Learnings







QUESTIONS?

  
**DETROIT**  
CHILDREN'S FUND